DOCUMENT RESUME

ED 208 648 FL 012 531

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TITLE Foreign Language Programs in Tennessee Public Schools, 1978-79.
INSTITUTION Tennessee Foreign Language Teaching Association.
PUB DATE Apr 80
NOTE 88p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Language Enrollment; *Public Schools; Rural Education; *School Districts; *School Support; Second Language Instruction; *Second Language Programs; State Aid; State Surveys; *Student Teacher Ratio
IDENTIFIERS *Tennessee

ABSTRACT

This study is an attempt to identify levels of support for foreign language programs in Tennessee within individual schools, school systems, counties, and congressional districts. Extensive charts, tables, and maps accompany the discussion of availability of foreign languages, support of foreign languages, enrollment in foreign language classes, and teacher populations. Results indicate that the state, as a whole, is not providing an adequate breadth of depth of foreign language instruction. It is recommended that a variety of programs be instituted in the various counties. With this practice, rural students will not be denied the opportunity to study a foreign language. (JK)

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FOREIGN LANGUAGE PROGRAMS IN TENNESSEE PUBLIC SCHOOLS, 1978-79

by

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FL012631

April 1980

FOREWARD

When this report was prepared (in April 1980), the author anticipated that the State Department of Education would be able to provide computerized information on the 1979-80 school year sometime after May, 1980 (see footnote 2, page 1). Unfortunately, budget cuts at the state level had some unusually severe results: the information for 1979-80 from the "Preliminary Reports" of the various state elementary and secondary schools was never computerized.

The 1980-81 school year fared little better: information from the secondary school reports was not computerized at all, and the information from the elementary school reports was turned over to a private out-of-state data processing company. The most immediate effect of this situation is that the state supervisors of the various disciplines have no easily accessible current information on the programs they are expected to supervise.

The Tennessee Foreign Language Teaching Association has recently sponsored a survey of all secondary schools in the state in an attempt to generate current information on foreign language programs. Although the response to the mailing was good, it was far from complete. A few general observations might be made.

1. Most schools indicated a stable enrollment in foreign languages. The number of schools reporting a decline was generally balanced by the number reporting an increase.

2. The conversion of junior high schools to middle schools in the Knoxville school system seems to have had a strong negative effect on the availability of foreign language classes. One major casualty: Bearden Junior High School (Knoxville) ranked first in 1978-79 among all comparable schools (and eighth among all secondary schools) in support for foreign languages (see Table 1, page 26). Now, however, the entire foreign language program is being phased out. It is ironic that Knoxville, which expects to "play host to the world" in 1982, is cutting back on its foreign langauge programs.

3. Latin may be suffering more from lack of available teachers than from a decrease in student interest.

4. In non-urban areas the stability of foreign language teachers seems to be a frequent primary factor in the stability of the enrollments. A change in personnel often causes a sharp fluctuation in enrollment.

July 1981

INTRODUCTION

It is axiomatic that a problem must be identified before it can be solved. The Presidential Commission on Foreign Languages and International Studies, in its report of November, 1979,[1] clearly demonstrated that the study of foreign languages must be a national priority if the United States is to retain its leadership role both politically and economically.

In Tennessee there have been several attempts over the past twelve years to identify the strengths and weaknesses of various foreign language programs; but the information, compiled primarily as a basis for (very useful) mailing lists of foreign language teachers, and done for some time without the full utilization of computer technology, generally could not keep up to date with the frequent personnel changes throughout the state.

The first comprehensive (and reasonably correct) computer printout of foreign language classes and teachers in Tennessee covers the 1978-79 school year, and it is the basis for the current study.[2] Some comparisons have been drawn with the 1972-73 school year, but the

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[1] "Strength Through Wisdom: A Critique of U.S. Capability." A report to the President from the President's Commission on Foreign Language and International Studies, Washington, D.C. (Nov. 1979).

[2] Information for 1979-80 will not be available until May, 1980, and the analysis of this information will take several months.

difference in format for the listing of teachers in 1972-73 makes it impossible to compare all aspects of the foreign language programs.[3]

The present study is an attempt to identify support for foreign language programs in Tennessee. It is obvious that the large school systems can support a wide range of programs. But very few of the 148 school systems in Tennessee can be considered "large." It is the premise of this study that a state as diverse as Tennessee must identify good foreign language programs at all levels and in all regions, and that innovative ways must be found to strengthen foreign language programs throughout the state. The tables and maps which comprise this study identify quantitatively successful foreign language programs. It is obvious that quantity is not always an indication of quality, and no conclusions should be drawn about the quality of the programs in the tables without a different type of analysis. The purpose here is to survey the current status of foreign language programs (availability, distribution, etc.) and the level of support for foreign languages within individual schools, school systems, counties, and congressional districts.[4]

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[3] For several years after 1973 no listing of foreign language teachers and programs was available because there was no state foreign language supervisor.

[4] Those who are familiar with many of the most active and dynamic high school foreign language teachers in the state will note that the vast majority of them teach in schools and school systems with an acceptable level of support for foreign languages. The principals and superintendents who create an atmosphere of support for foreign languages should certainly be commended.

PART ONE

AVAILABILITY OF FOREIGN LANGUAGES

1. Figure 1 identifies the counties and the division of the congressional districts.

2. Figure 2 gives the population density by counties according to the 1970 census.

3. Figures 3 and 4 compare the number of different foreign languages taught in public secondary schools, by county, in 1972-73 and in 1978-79. These figures give the overall view that, despite scattered increases, the availability of foreign languages has decreased by 10%.[5] Figures 5 through 12 show the change in availability of individual languages:[6]

a. In Figures 5 and 6 the comparison of 1972-73 with 1978-79 shows a decrease of 7.4% in the number of counties offering French (from 68-63). If we compare the number of schools offering French in the two years given, the decrease is much greater: 17.4% (from 227 to 185).[7]

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[5] In 1972-73 there was an average of 2.13 languages offered per county; in 1978-79 this had dropped to 1.92, a decrease of 9.86%.

[6] Russian is not included in the series of maps because of its extremely limited availability.

[7] The numerical comparisons for the schools offering each language are not represented graphically in any of the figures, but are simply provided here and below to give a clearer picture of the increases or decreases.

b. Figures 7 and 8 show the decrease in Latin: in 1972-73 49 counties had at least one Latin class; in 1978-79 this number had decreased to 34 counties, down 30.6%. The percentage decrease in schools offering Latin in the same period is almost the same: 29.7% (from 145 schools in 1972-73 to 102 in 1978-79).

c. Although Figures 9 and 10 seem to show that Spanish has remained steady between 1972-73 and 1978-79 with a decrease of only 1.5% in the number of counties with Spanish offerings (from 67 to 66), a comparison of the number of schools offering Spanish indicates a decrease of 11.8% (from 288 schools in 1972-73 to 254 in 1978-79).

d. Figures 11 and 12 indicate that the only language with an increase, German, was available in 16 counties in 1972-73 and in 17 counties in 1978-79 (up 6.3%). The number of schools offering German in that period increased a significant 25.0% (from 28 schools in 1972-73 to 35 schools in 1978-79). It should be noted, however, that the much smaller sampling in German lends itself to wider variations than do the samplings in the other languages.

4. Figure 13 presents a graphic view of the actual distribution of foreign language classes in 1978-79. (Information for a comparison with 1972-73 is not available because of the differences in format between the earlier, hand-made report, and the current computer printouts.)

In this figure each dot represents one foreign language class somewhere in the county. The distributions for individual languages in 1978-79 are as follows:

a. Figure 14--French

b. Figure 15--Latin

c. Figure 16--Spanish

d. Figure 17--German

PART TWO

SUPPORT OF FOREIGN LANGUAGES

In order to determine the level of support for foreign languages in individual schools, school systems, counties, and congressional districts, a special formula was devised. It was assumed that the average high school teacher has five periods of instruction per day. For each school with language instruction in grades 7 to 12 the number of FTE (full-time equivalent) foreign language teachers was determined by dividing the number of foreign language classes by five. This figure was then divided by the number of teachers in the school, as listed in the 1978-79 Directory of Public Schools published by the State Department of Education. The resulting percentage shows the numerical relationship between foreign languages and the entire curriculum in a given school. This, then, indicates the level of support for foreign languages in that school.

Table 1 identifies all secondary schools in Tennessee with a 3% or higher percentage of support by name, school system, and county. While the top schools are mostly from large counties, it should be noted that several smaller counties are represented. (The column marked "No. of Foreign Language Teachers" is included for reference only. This figure does not affect the formula for percentage of support, as it does not coincide with the FTE foreign language teachers for that school.)

Table 2 ranks all school systems in the state by level of support for foreign languages in grades 9-12 only. The formula used here is as follows: the number of FTE foreign language teachers in grades 9-12 was divided by the number of FTE teachers of all subjects

in grades 9-12. These figures were determined by calculating the percentage of teachers in each school which can be attributed to a given grade level (e.g., one-third of the teachers in a junior high school covering grades 7-9; two-thirds of the teachers in a junior/senior high covering grades 7-12, and so forth). In cases where there are several schools with the same percentage of support, the ranking goes from the smallest to the largest. Thus, for example, of the four school systems with 2.00% support, the Maury City system is smaller than the Lewis, Milan, or Hamilton systems and therefore ranks ahead of them.

Table 3 ranks all 95 counties by the same formula used in Table 2. It should be noted that several small counties (most notably Lake County, ranked fifth) fare better than many larger counties.

Table 4 ranks the eight congressional districts by level of support for foreign languages.

Finally, Table 5 is a comprehensive reference list of all school systems (with county totals), showing the FTE foreign language teachers, the FTE teachers of all subjects, and percentage of support, this time listed separately for grades 7-12 and 9-12. All schools, including elementary and middle schools, are included in these calculations. (Again, a percentage of teachers which can be assigned to each grade was used, e.g., two-ninths of the teachers in an elementary school covering grades K-8 were included in the FTE teachers of grades 7-12; and so forth.)

PART THREE

MISCELLANEOUS STATISTICAL INFORMATION

A. In 1978-79 there were 32,056 students of foreign languages in Tennessee public secondary schools. The distribution and percentage by language was:

Spanish:	16,615	- 51.83%
French:	9,750	- 30.42%
Latin:	3,907	- 12.19%
German:	1,707	- 5.33%
Russian:	77	- 0.24%

B. There were 555 teachers engaged in foreign language instruction in 1978-79, 81% of them women.

C. It is generally held that a student should be able to achieve a functional level of competence in a foreign language after two years of college or four years of high school work in that foreign language. However, a fourth year of high school study in a foreign language was available in a very small number of public high schools in 1978-79: a fourth year of French was officially listed in only 5 schools (2.7% of the schools offering French at any level); for Spanish, a fourth year was available in only 3 schools (1.2% of those offering Spanish). German had no listings for a fourth year of study in the 35 schools offering German; however, this is an apparent error in the information on the state listing, since at least one high school did, in fact, offer a fourth year of German.

In 1972-73 the number of schools offering a fourth year were: French: 11 (4.9%), and Spanish: 16 (5.56%).

It should be noted that foreign language teachers frequently have to combine the third- and fourth-year classes, so some fourth-year programs may not show up on the state's computer listing. Also, some teachers offer tutorials (on their own time) to students desiring a fourth year of a foreign language.

D. Very little information is available for foreign language programs in the elementary grades, principally because there are very few such programs. A model for foreign languages in the elementary school (FLES) can be found in the excellent German program at Dodson Elementary School in Hermitage (Davidson County). The present format of the preliminary reports at the state level does not provide specific information on foreign languages in elementary schools. When these programs do exist, they are classified as "language arts" and not further specified.

CONCLUSION

The information in this study provides a base for a comprehensive evaluation of foreign language programs in Tennessee public secondary schools. It is clear that the state, as a whole, is not providing the breadth and depth of foreign language instruction called for in the "Report of the President's Commission" referenced above. It is also clear that no one solution will suffice for the entire state, nor will solutions for more densely populated states necessarily apply to Tennessee. Comprehensive programs in several languages are both possible and practical in the twelve or thirteen largest counties. It would not be unreasonable to expect coordinated programs in one or two languages through an advanced level (and more modest offerings in other languages) in another 25-30 counties. In the remaining counties, proper allocation of funding, and judicious teacher appointments would make possible a range of foreign language programs far beyond the current level. The counties with the smallest population (Moore) and smallest economy (Lake) both offer foreign language classes. Lake County, in fact, ranks very high (fifth) in the percentage of its resources allocated to foreign languages. Yet nine counties, eight of them in the eastern part of Middle Tennessee, offer no foreign language instruction at all. A number of other counties have a very low level of support. Since a modest level of support (2%) is possible in a school with only ten teachers (i.e., one foreign language class), very few individual schools, let alone school systems or counties, can argue that they are too small to sustain any foreign language program. The sharing of foreign language teachers between schools (currently done in several places)

and between school systems or even counties (currently NOT done anywhere in the state) is a solution to the problem of availability of qualified foreign language instructors in rural areas.

It should be obvious that all students in the state are entitled to a quality education and that the quality of that education is diminished when some students are denied basic opportunities which are available to other students in different schools or school systems. To deny to the rural student the opportunity to study a foreign language is either to imply that such a student is inferior to his counterpart in a more populous area (obviously nonsense) or to suggest that the rural student does not "need" to study a foreign language (an equally invalid hypothesis). With the economic independence of our nation hinging on our ability to compete in the international marketplace, and with world events affecting the lives of every American (from the embargo on grain sales to Russia to the depressed state of the U.S. auto industry and the booming sales in foreign cars), knowledge of foreign languages and cultures cannot be ignored. To quote the proclamation signed by Governor Lamar Alexander for Foreign Languages Week, 1980: "Language is the major instrument of human expression and provides the communication between people which is the key to world harmony; I urge all our citizens to consider the importance of learning foreign languages so that we might better know our neighbors throughout the world."

The seriousness of the situation is clear. In the words of the President's Commission on Foreign Language and International Studies:

Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted.[8]

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[8] "Strength Through Wisdom: A Critique of U.S. Capability." A report to the President from the President's Commission on Foreign Language and International Studies, Washington, D.C. (Nov. 1979), p. 5.

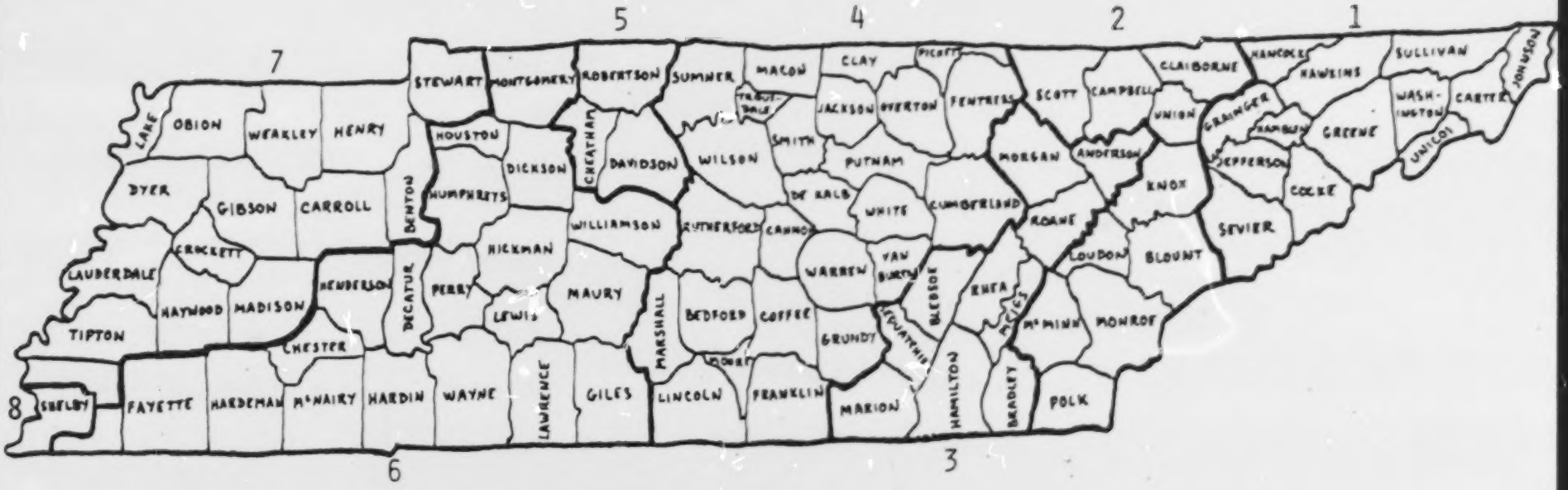

Figure 1. Division of Congressional Districts

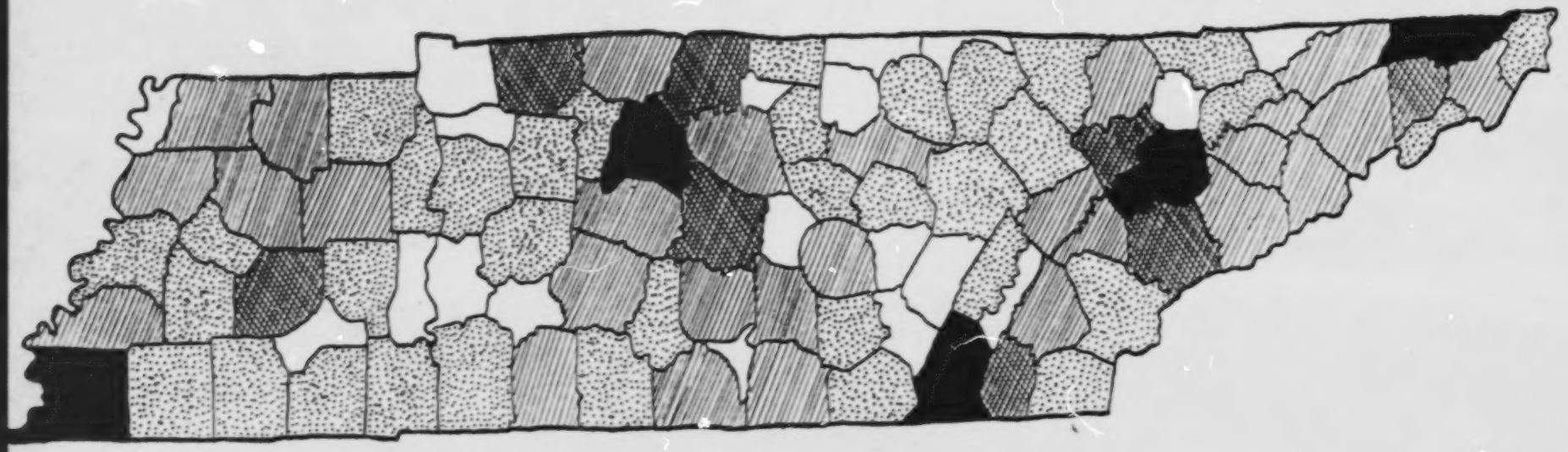

Figure 2. Population of Counties
(1970 Census)

Key:

- over 100,000
- 50,000—100,000
- 24,000—49,999
- 10,000—23,999
- under 10,000

Figure 3. Availability of Foreign Languages (French, German, Spanish, Latin, Russian*) in Public Secondary Schools, by county**, 1972–73

Key:

- 4 or 5 languages
- 3 languages
- 2 languages
- 1 language
- 0 language

*In 1972–73 Russian was officially listed as being offered only in Davidson and Hamilton counties. Only Davidson County offered five languages. (Hamilton county, including Chattanooga city schools, has never offered German.)

**In several instances a variety of languages was available only to those pupils in a city school system or special school district and not available throughout the county. Table 5 gives a detailed listing of the languages available in each school system as well as the level of support for foreign languages within that system.

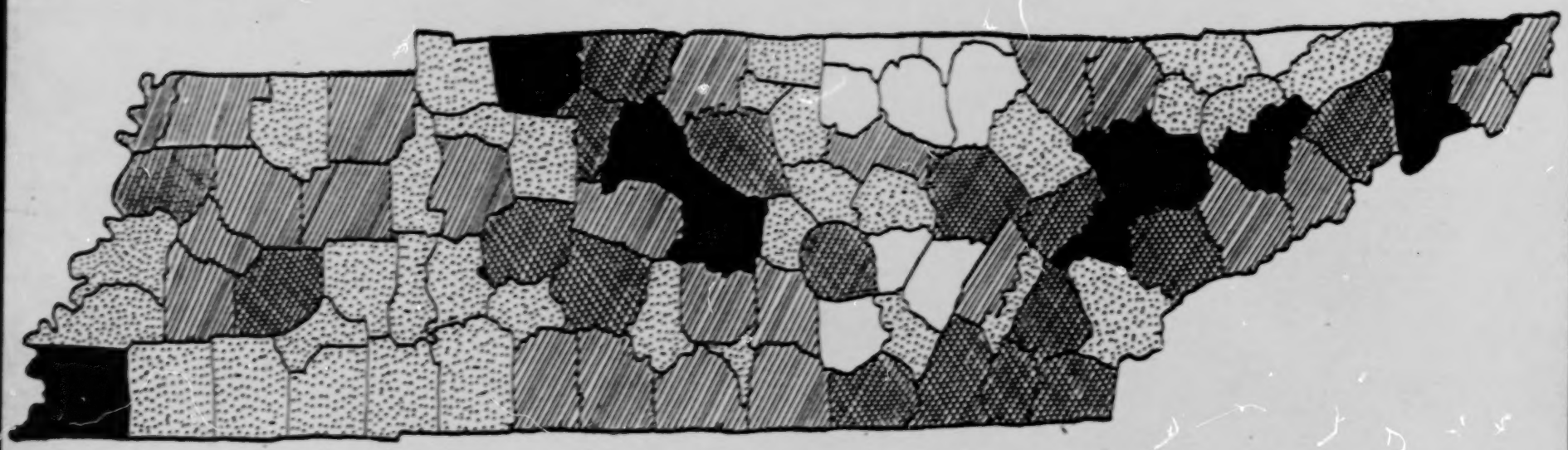

Figure 4. Availabiiity of Foreign Languages (French, German, Spanish, Latin, Russian*) in Public Secondary Schools, by county**
1978–79

Key:

- 4 or 5 languages
- 3 languages
- 2 languages
- 1 language
- 0 language

*In 1978–79 Russian was officially listed as being offered only in Davidson, Loudon, and Shelby Counties. Davidson and Shelby Counties offered five languages.

**In several instances a variety of languages was available only to those pupils in a city school system or special school district and not available throughout the county. Table 5 gives a detailed listing of the languages available in each school system, as well as the level of support for foreign languages within that system.

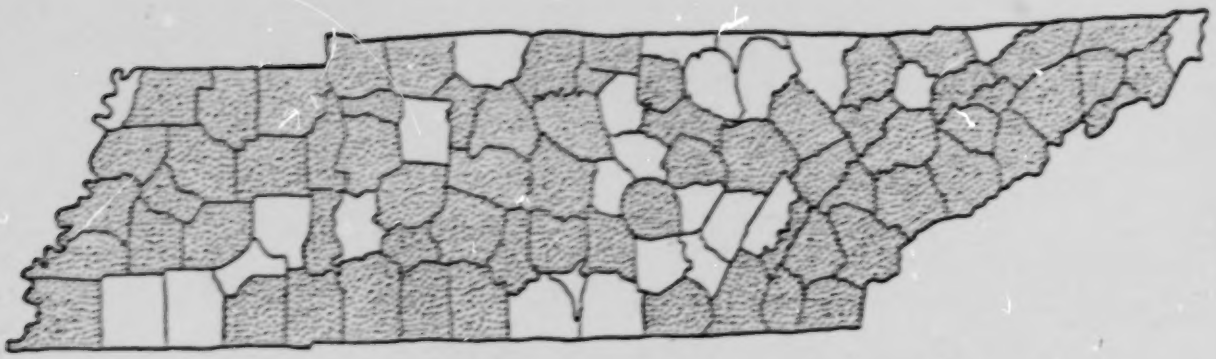

Figure 5. Counties Offering at Least One Class in French, 1972-73

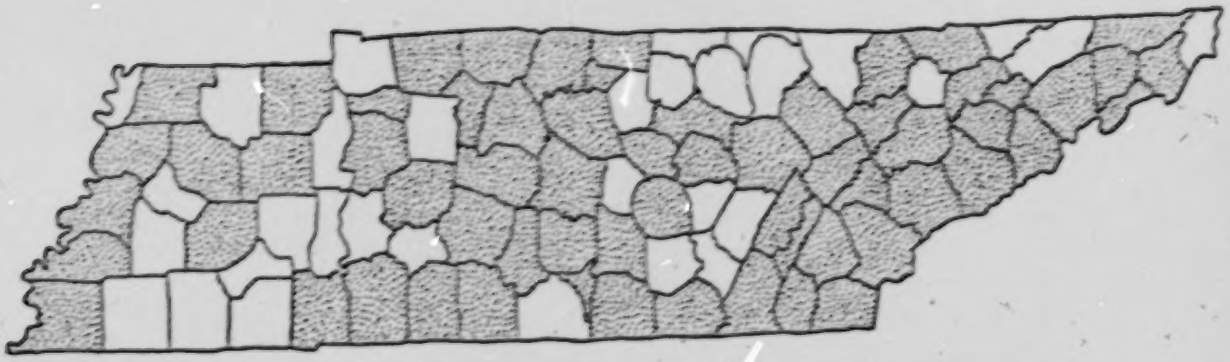

Figure 6. Counties Offering at Least One Class in French, 1978-79*

*Please refer to Table 5 for the extent of this availability.

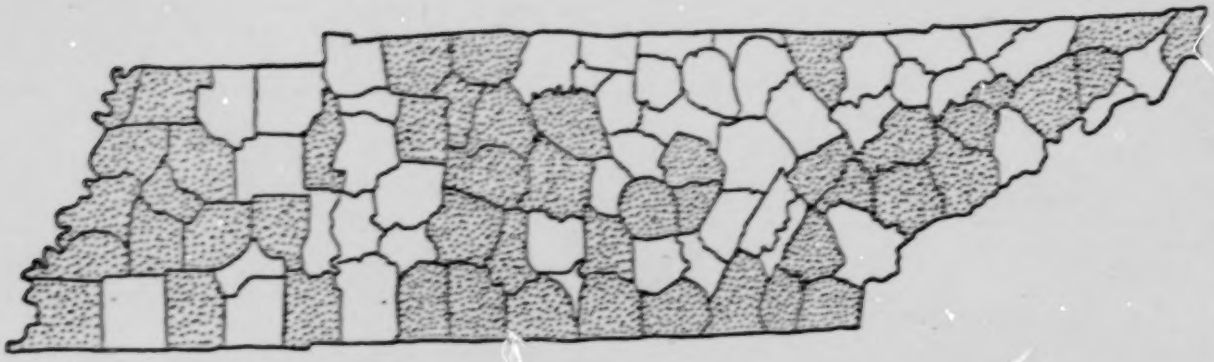

Figure 7. Counties Offering at Least One Class in Latin, 1972-73

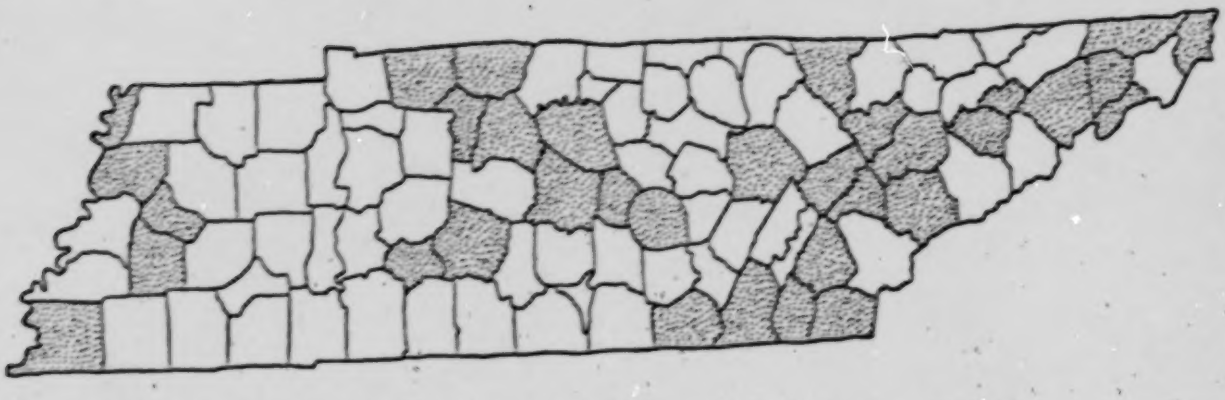

Figure 8. Counties Offering at Least One Class in Latin, 1978-79*

*Please refer to Table 5 for the extent of this availability.

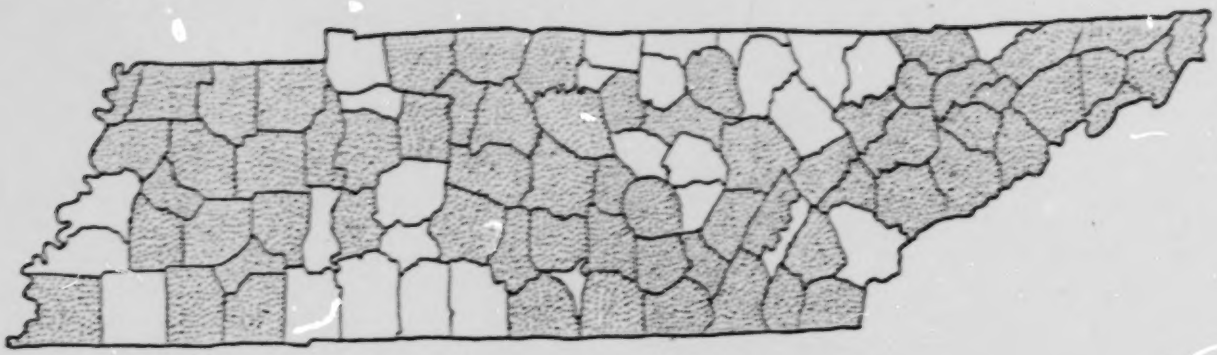

Figure 9. Counties Offering at Least One Class in Spanish, 1972-73

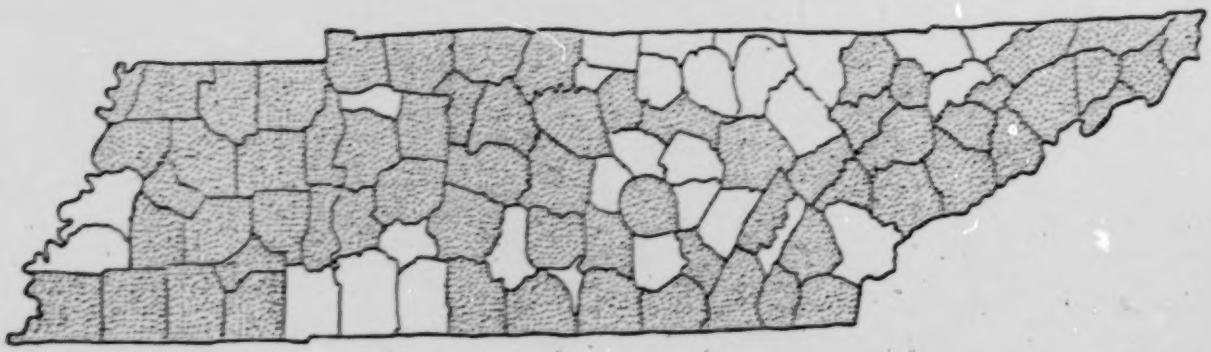

Figure 10. Counties Offering at Least One Class in Spanish, 1978-79*

*Please refer to Table 5 for the extent of this availability.

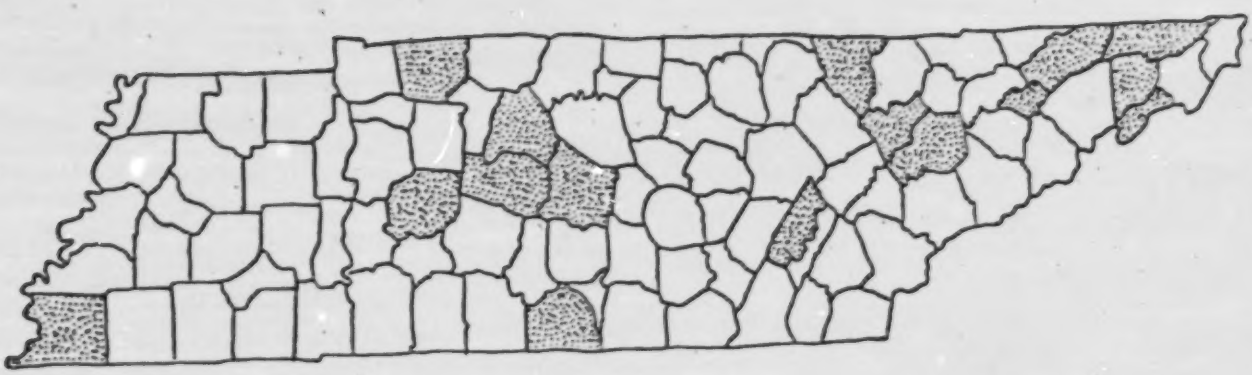

Figure 11. Counties Offering at Least One Class in German, 1972-73

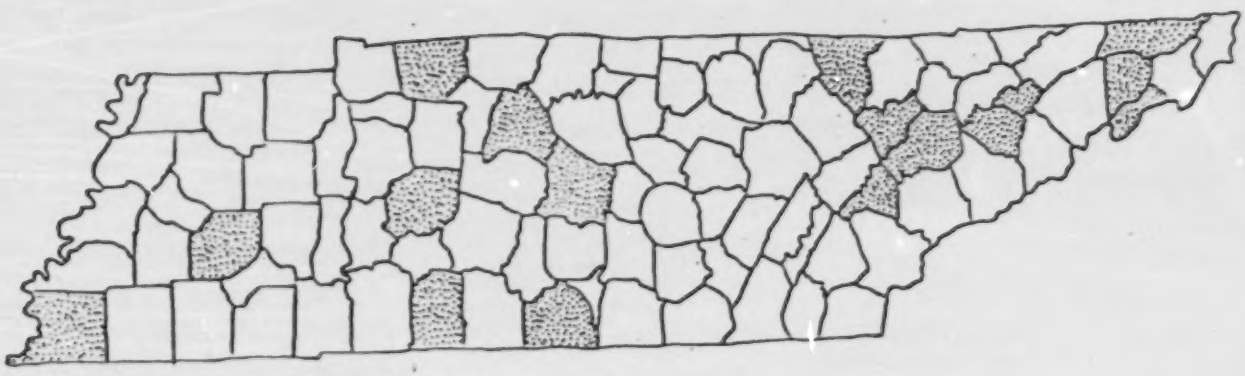

Figure 12. Counties Offering at Least One Class in German, 1978-79*

*Please refer to Table 5 for the extent of this availability.

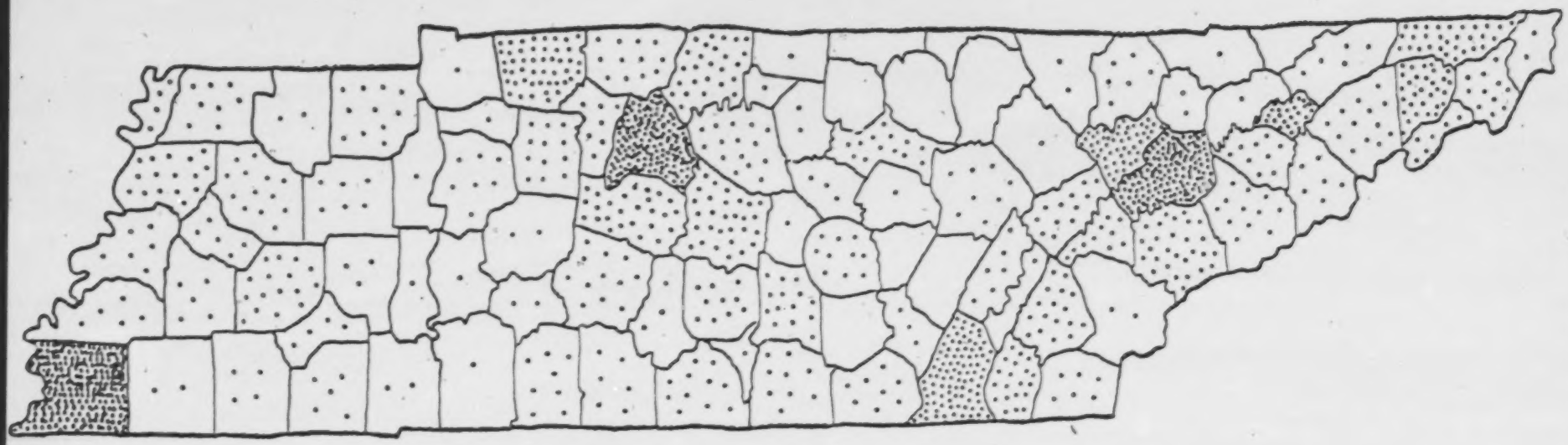

Figure 13. Distribution of all Foreign Language Classes, by County, 1978-79
[Each dot represents one foreign language class somewhere in the county.]

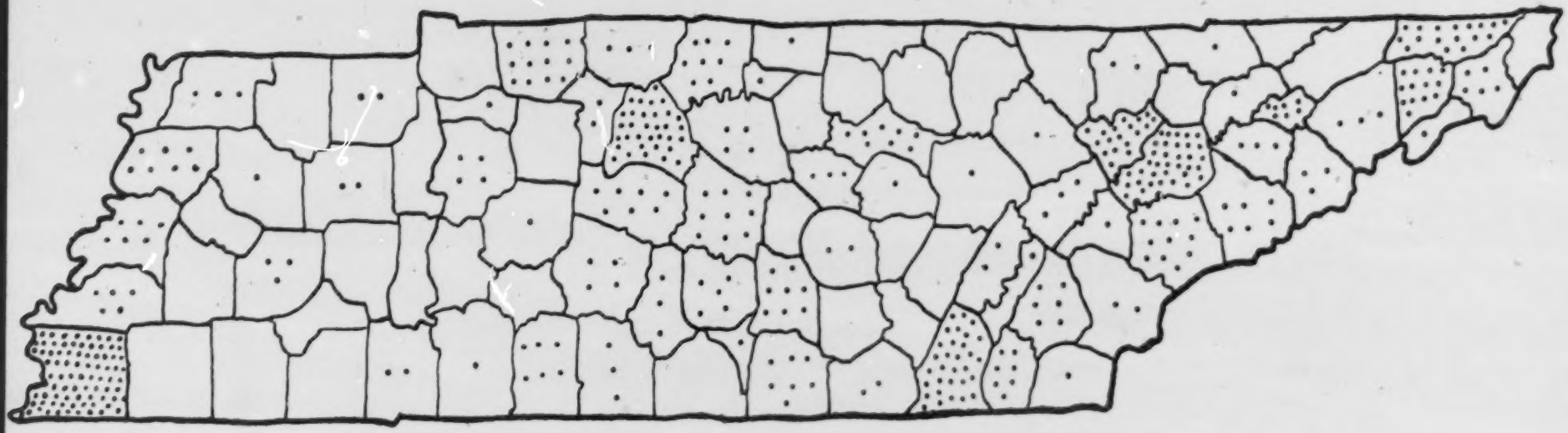

Figure 14. Distribution of French Classes, by County, 1978-79 (Each dot represents one French class somewhere in the county.)

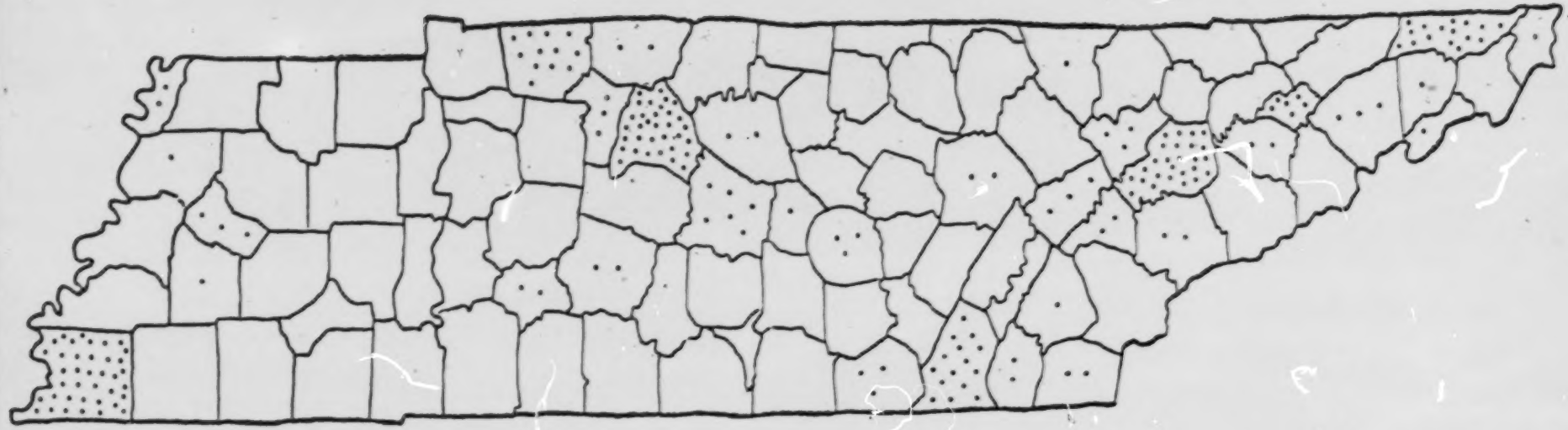

Figure 15. Distribution of Latin Classes, by County, 1978-79
[Each dot represents one Latin class somewhere in the county.]

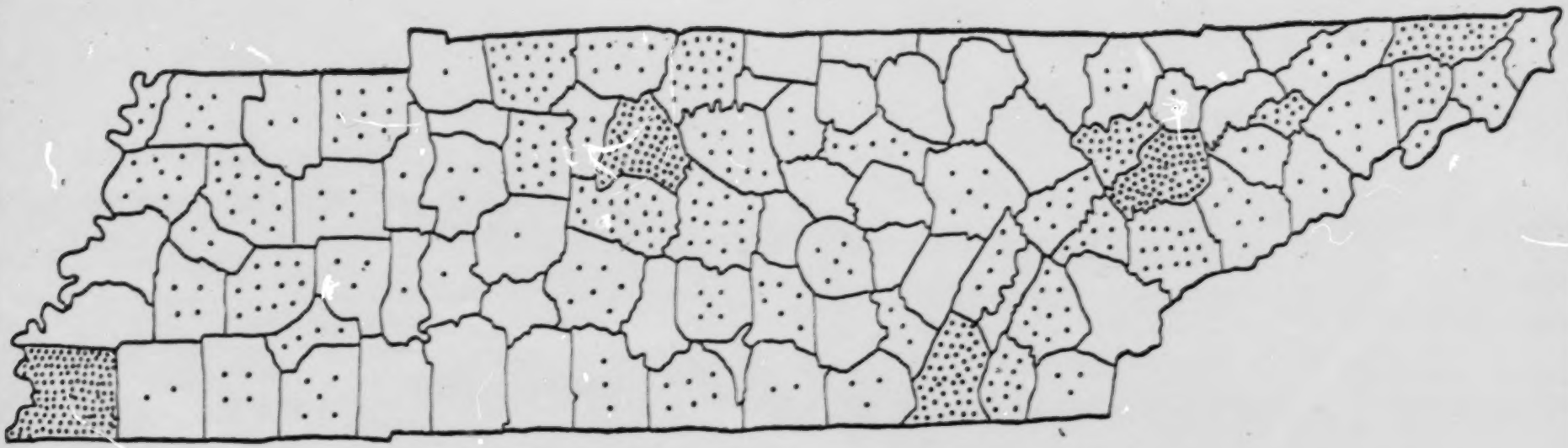

Figure 16. Distribution of Spanish Classes, by County, 1978-79
[Each dot represents one Spanish class somewhere in the county.]

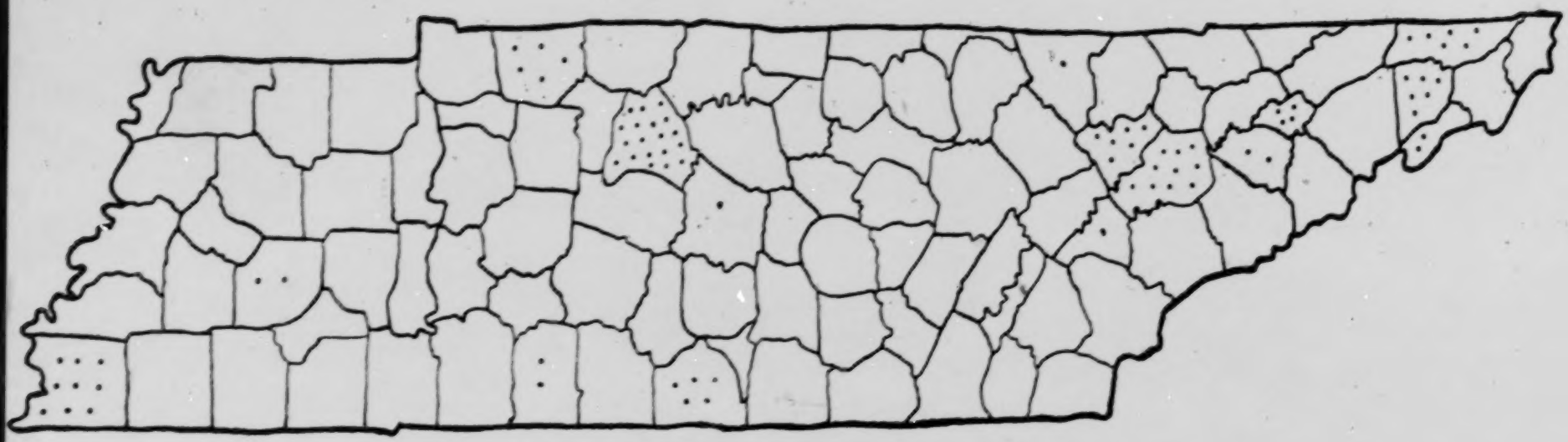

Figure 17. Distribution of German Classes, by County, 1978-79 (Each dot represents one German class somewhere in the county.)

Table 1

Public Secondary Schools in Tennessee with Highest Ranking Support (over 3%) for Foreign Languages 1978-79

Rank	% of Support	High School	School System	County	County Ranking by Population	No. of Teachers	Languages & No. of Sections					No. of Foreign Language Teachers
							SP	FR	LAT	GER	RUSS	
1	6.43	Greenwood Annex School	Montgomery	Montgomery	9	28	4	4	1	-	-	3
2	6.00	Central	Memphis	Shelby	1	40	5	3	2	2	-	3
3	5.71	Hixson	Chattanooga	Hamilton	4	56	8	5	3	-	-	5
4	5.36	Bearden	Knoxville	Knox	3	56	5	5	3	2	-	4
5	5.33	Maryville	Maryville	Blount	8	30	4	3	1	-	-	4
6	5.29	Farragut	Knox	Knox	3	87	11	4	5	3	-	5
7	5.22	Brainerd	Chattanooga	Hamilton	4	46	5	6	1	-	-	3
8	5.20	Bearden (JR HS)	Knoxville	Knox	3	50	5	5	1	2	-	6
9	5.20	Germantown	Shelby	Shelby	1	100	11	10	3	2	-	7
10	4.89	Powell	Knox	Knox	3	45	7	3	1	-	-	3
11	4.76	Ridgeway	Memphis	Shelby	1	42	5	3	2	-	-	3
12	4.69	Raleigh-Egypt	Memphis	Shelby	1	64	5	5	2	3	-	4
13	4.56	Hillsboro	Davidson	Davidson	2	57	3	5	3	2	-	4
14	4.49	Wooddale	Memphis	Shelby	1	49	4	3	4	-	-	3
15	4.44	University (ETSU)	Johnson City	Washington	6	18	2	2	-	-	-	1
16	4.33	Northwest	Montgomery	Montgomery	9	60	4	1	3	5	-	3
17	4.31	Morristown (West)	Morristown	Hamblen	19	65	5	3	4	2	-	4

Table 1 (Continued)

Rank	% of Support	High School	School System	County	County Ranking by Population	No. of Teachers	Languages & No. of Sections					No. of Foreign Language Teachers
							SP	FR	LAT	GER	RUSS	
18	4.30	Oak Ridge	Oak Ridge	Anderson	10	93	9	4	3	4	-	5
19	4.24	Riverside	Chattanooga	Hamilton	4	33	4	2	1	-	-	4
20	4.21	Norris	Anderson	Anderson	10	19	-	2	-	2	-	2
21	4.15	Morristown (East)	Morristown	Hamblen	19	53	3	4	2	2	-	5
22	4.12	White Station	Memphis	Shelby	1	34	3	4	-	-	-	2
23	4.09	Central	Lincoln	Lincoln	40	44	4	-	-	5	-	2
24	4.08	Red Bank	Hamilton	Hamilton	4	49	5	4	1	-	-	3
25	4.00	Roane County	Roane	Roane	18	30	3	-	3	-	-	2
26	3.96	John Overton	Davidson	Davidson	2	101	8	2	7	3	-	5
27	3.95	Tennessee	Bristol	Sullivan	5	76	5	7	3	-	-	4
28	3.90	Craigmont	Memphis	Shelby	1	41	4	2	2	-	-	3
29	3.90	Dobyns Bennett	Kingsport	Sullivan	5	123	10	5	5	4	-	5
30	3.87	Union City	Union City	Obion	27	31	4	2	-	-	-	2
31	3.85	Harriman	Harriman	Roane	18	26	3	2	-	-	-	1
32	3.83	Collierville	Shelby	Shelby	1	47	4	3	2	-	-	2
33	3.81	White Station (JR HS)	Memphis	Shelby	1	21	1	-	3	-	-	2
34	3.70	Polk County	Polk	Polk	73	27	3	-	2	-	-	1

Table 1 (Continued)

Rank	% of Support	High School	School System	County	County Ranking by Population	No. of Teachers	Languages & No. of Sections SP	FR	LAT	GER	RUSS	No. of Foreign Language Teachers
35	3.70	Dyer County	Dyer	Dyer	26	27	3	2	-	-	-	1
36	3.70	Cleveland	Cleveland	Bradley	13	54	5	5	-	-	-	2
37	3.64	Sullivan Central	Sullivan	Sullivan	5	77	5	2	7	-	-	4
38	3.59	Jefferson (JR HS)	Oak Ridge	Anderson	10	39	3	4	-	-	-	2
39	3.58	Doyle	Knox	Knox	3	67	6	4	2	-	-	3
40	3.57	Loudon	Loudon	Loudon	41	28	3	-	2	-	-	2
41	3.55	Franklin County	Franklin	Franklin	33	62	4	7	-	-	-	3
42	3.53	Springfield	Robertson	Robertson	28	34	3	3	-	-	-	3
43	3.53	Greeneville	Greeneville	Greene	15	51	3	3	3	-	-	3
44	3.51	Bellevue	Davidson	Davidson	2	74	7	3	3	-	-	3
45	3.49	Dyersburg	Dyersburg	Dyer	26	63	5	5	1	-	-	3
46	3.41	Robertsville (JR HS)	Oak Ridge	Anderson	10	41	3	4	-	-	-	3
47	3.38	New Providence (JR HS)	Montgomery	Montgomery	9	65	6	2	3	-	-	3
48	3.33	Watertown	Wilson	Wilson	20	12	2	-	-	-	-	1
49	3.33	Giles County	Giles	Giles	46	24	1	3	-	-	-	1
50	3.33	Franklin	Williamson	Williamson	23	60	6	4	-	-	-	3
51	3.33	Science Hill	Johnson City	Washington	6	84	3	6	-	6	-	4
52	3.27	Hillwood	Davidson	Davidson	2	55	4	3	2	-	-	3
53	3.24	McMinn	McMinn	McMinn	22	68	6	4	1	-	-	4

Table 1 (Continued)

Rank	% of Support	High School	School System	County	County Ranking by Population	No. of Teachers	Languages & No. of Sections					No. of Foreign Language Teachers
							SP	FR	LAT	GER	RUSS	
54	3.24	Maplewood	Davidson	Davidson	2	68	4	3	2	2	-	4
55	3.21	Putnam County (SR)	Putnam	Putnam	21	56	5	4	-	-	-	3
56	3.20	Oakland	Rutherford	Rutherford	11	75	3	4	4	1	-	4
57	3.19	Bartlett	Shelby	Shelby	1	69	5	3	1	2	-	3
58	3.18	Holston	Knoxville	Knox	3	44	3	2	2	-	-	2
59	3.16	Waverly Central	Humphreys	Humphreys	65	38	3	3	-	-	-	2
60	3.16	Westwood	Memphis	Shelby	1	38	4	1	1	-	-	2
61	3.16	Antioch	Davidson	Davidson	2	57	4	2	3	-	-	3
62	3.11	Halls	Knox	Knox	3	45	5	-	2	-	-	2
63	3.11	Madison	Davidson	Davidson	2	45	4	-	1	2	-	2
64	3.10	Central	Maury	Maury	16	58	5	2	2	-	-	3
65	3.08	Lenoir City	Lenoir City	Loudon	41	39	3	1	-	1	1	3
66	3.08	Dickson County (SR)	Dickson	Dickson	47	65	10	-	-	-	-	2
67	3.05	Goodlettsville	Davidson	Davidson	2	59	4	3	2	-	-	2
68	3.03	Tullahoma (SR)	Tullahoma	Coffee	25	66	3	7	-	-	-	2
69	3.00	Treadwell	Memphis	Shelby	1	20	1	1	1	-	-	2
70	3.00	Melrose	Memphis	Shelby	1	60	4	3	2	-	-	3

Table 2

Ranking of Public School Systems in Tennessee by Level of Support for Foreign Languages 1978-79

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
1	Maryville	Blount	4.38
2	Morristown	Hamblen	4.24
3	Oak Ridge	Anderson	4.12
4	Kingsport	Sullivan	3.90
5	Union City	Obion	3.87
6	Harriman	Roane	3.85
7	Dyer	Dyer	3.70
8	Cleveland	Bradley	3.70
9	Knox	Knox	3.68
10	Shelby	Shelby	3.51
11	Dyersburg	Dyer	3.49
12	Bells	Crockett	3.33
13	Montgomery	Montgomery	3.26
14	Bristol	Sullivan	3.24
15	Johnson City	Washington	3.09
16	Lenoir City	Loudon	3.08
17	Williamson	Williamson	3.05
18	Tullahoma	Coffee	3.03
19	Alamo	Crockett	3.00
20	Lake	Lake	2.96
21	Huntingdon SSD	Carroll	2.86

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
22	Sequatchie	Sequatchie	2.86
23	Lincoln	Lincoln	2.86
24	Loudon	Loudon	2.83
25	Humphreys	Humphreys	2.80
26	McMinn	McMinn	2.76
27	Bedford	Bedford	2.75
28	Davidson	Davidson	2.72
29	Greeneville	Greene	2.71
30	Elizabethton	Carter	2.67
31	Sevier	Sevier	2.64
32	Chester	Chester	2.58
33	Polk	Polk	2.45
34	Unicoi	Unicoi	2.40
35	Marion	Marion	2.40
36	Chattanooga	Hamilton	2.38
37	Robertson	Robertson	2.37
38	Dickson	Dickson	2.32
39	Anderson	Anderson	2.28
40	Trenton	Gibson	2.22
41	Franklin C.	Franklin	2.22
42	Cumberland	Cumberland	2.19
43	Knoxville	Knox	2.16
44	Jefferson	Jefferson	2.12
45	Rutherford	Rutherford	2.10

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
46	Cocke	Cocke	2.10
47	Union	Union	2.08
48	Oneida SSD	Scott	2.07
49	Maury City	Crockett	2.00
50	Lewis	Lewis	2.00
51	Milan	Gibson	2.00
52	Hamilton	Hamilton	2.00
53	Cheatham	Cheatham	1.92
54	Wilson	Wilson	1.92
55	Memphis	Shelby	1.92
56	Putnam	Putnam	1.91
57	Sullivan	Sullivan	1.89
58	Rhea	Rhea	1.88
59	Lawrence	Lawrence	1.78
60	Blount	Blount	1.73
61	Warren	Warren	1.68
62	Hollow Rock-Bruceton SSD	Carroll	1.67
63	DeKalb	DeKalb	1.67
64	Lauderdale	Lauderdale	1.64
65	Franklin SSD	Williamson	1.62
66	Alcoa	Blount	1.62
67	McKenzie SSD	Carroll	1.60
68	Johnson	Johnson	1.60

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
69	Giles	Giles	1.60
70	Roane	Roane	1.59
71	Hickman	Hickman	1.58
72	Bradley	Bradley	1.45
73	Moore	Moore	1.43
74	Maury	Maury	1.43
75	McNairy	McNairy	1.39
76	Haywood	Haywood	1.39
77	Jackson (City)	Madison	1.38
78	Washington	Washington	1.38
79	Humboldt	Gibson	1.37
80	Coffee	Coffee	1.30
81	Madison	Madison	1.28
82	Trousdale	Trousdale	1.25
83	Marshall	Marshall	1.23
84	Meigs	Meigs	1.20
85	Perry	Perry	1.18
86	Houston	Houston	1.14
87	Hardeman	Hardeman	1.08
88	Sumner	Sumner	1.08
89	Henderson	Henderson	1.05
90	Tipton	Tipton	0.99

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
91	Campbell	Campbell	0.98
92	Henry	Henry	0.96
93	Smith	Smith	0.95
94	Monroe	Monroe	0.92
95	Benton	Benton	0.87
96	Carter	Carter	0.82
97	Cannon	Cannon	0.80
98	Hardin	Hardin	0.79
99	Hawkins	Hawkins	0.79
100	Stewart	Stewart	0.74
101	Greene	Greene	0.73
102	Decatur	Decatur	0.67
103	Macon	Macon	0.58
104	Fayette	Fayette	0.55
105	Gibson	Gibson	0.54
106	Obion	Obion	0.51
107	Grainger	Grainger	0.49
108	Weakley	Weakley	0.49
109	Wayne	Wayne	0.41
110	Morgan	Morgan	0.40
111	White	White	0.30
112	Claiborne	Claiborne	0.26
113	Friendship	Crockett	-0-

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
114	Crockett Mills SSD	Crockett	-0-
115	Manchester	Coffee	-0-
116	Atwood SSD	Carroll	-0-
117	Fayetteville	Lincoln	-0-
118	Gadsden SSD	Crockett	-0-
119	Athens	McMinn	-0-
120	Trezevant SSD	Carroll	-0-
121	Van Buren	Van Buren	-0-
122	Pickett	Pickett	-0-
123	So. Carroll SSD	Carroll	-0-
124	Hancock	Hancock	-0-
125	Jackson Co.	Jackson	-0-
126	Bradford SSD	Gibson	-0-
127	Clay	Clay	-0-
128	Bledsoe	Bledsoe	-0-
129	Grundy	Grundy	-0-
130	Scott	Scott	-0-
131	Overton	Overton	-0-
132	Fentress*	Fentress	-0-

*includes York Institute , which serves Fentress County, but which is funded directly by the state.

Table 2 (Continued)

Ranking % of Support (Grades 9-12)	School System	County	% of support (Grades 9-12)
School systems which do not include grades 9-12:			
	Carroll	Carroll	
	Newport	Cocke	
	Crockett	Crockett	
	Hamblen	Hamblen	
	Rogersville	Hawkins	
	Lexington	Henderson	
	Etowah	McMinn	
	Richard City	Marion	
	Sweetwater	Monroe	
	Dayton	Rhea	
	Covington	Tipton	
	Lebanon SSD	Wilson	
School systems which do not include grades 7-12:			
	Clinton	Anderson	
	Murfreesboro	Rutherford	
	Paris	Henry	
	Watertown SSD	Wilson	

Table 3

Ranking of Counties in Tennessee by Level of Support for Foreign Languages 1978-79

Rank	County	%	Rank	County	%
1	Hamblen	4.24	24	Hamilton	2.22
2	Dyer	3.56	25	Blount	2.20
3	Anderson	3.28	26	Cumberland	2.19
4	Montgomery	3.26	27	Shelby	2.18
5	Lake	2.96	28	Washington	2.17
6	Loudon	2.96	29	Jefferson	2.12
7	Williamson	2.92	30	Roane	2.11
8	Knox	2.87	31	Bradley	2.11
9	Sequatchie	2.86	32	Cocke	2.10
10	Humphreys	2.80	33	Rutherford	2.10
11	Bedford	2.75	34	Coffee	2.09
12	Davidson	2.72	35	Union	2.08
13	Sevier	2.64	36	Lewis	2.00
14	Sullivan	2.63	37	Cheatham	1.92
15	Lincoln	2.61	38	Wilson	1.92
16	Chester	2.58	39	Putnam	1.91
17	McMinn	2.56	40	Crockett	1.88
18	Polk	2.45	41	Rhea	1.88
19	Unicoi	2.40	42	Lawrence	1.78
20	Marion	2.40	43	Warren	1.68
21	Robertson	2.37	44	DeKalb	1.67
22	Dickson	2.32	45	Carter	1.65
23	Franklin	2.22	46	Lauderdale	1.64

Table 3 (Continued)

Rank	County	%	Rank	County	%
47	Johnson	1.60	68	Campbell	0.98
48	Giles	1.60	69	Henry	0.96
49	Hickman	1.58	70	Smith	0.95
50	Obion	1.47	71	Monroe	1.92
51	Greene	1.47	72	Benton	0.87
52	Moore	1.43	73	Cannon	0.80
53	Maury	1.43	74	Hardin	0.79
54	McNairy	1.39	75	Hawkins	0.79
55	Haywood	1.39	76	Stewart	0.74
56	Madison	1.34	77	Scott	0.70
57	Carroll	1.33	78	Decatur	0.67
58	Gibson	1.29	79	Macon	0.58
59	Trousdale	1.25	80	Fayette	0.55
60	Marshall	1.23	81	Grainger	0.49
61	Meigs	1.20	82	Weakley	0.49
62	Perry	1.18	83	Wayne	0.41
63	Houston	1.14	84	Morgan	0.40
64	Hardeman	1.08	85	White	0.30
65	Sumner	1.08	86	Claiborne	0.26
66	Henderson	1.05	87	Van Buren	-0-
67	Tipton	0.99	88	Pickett	-0-

Table 3 (Continued)

Rank	County	%	Rank	County	%
89	Hancock	-0-			
90	Jackson	-0-			
91	Clay	-0-			
92	Bledsoe	-0-			
93	Grundy	-0-			
94	Overton	-0-			
95	Fentress	-0-			

STATE AVERAGE BY COUNTY:

1.58%

Table 4

Ranking of Congressional Districts in Tennessee
by Level of Support for Foreign Languages
1978-79

Rank	Congressional Districts	% of Support
1	Fifth	2.65
2	Second	2.33
3	Third	2.25
4	Sixth	2.21
5	First	2.19
6	Eighth	1.79
7	Seventh	1.61
8	Fourth	1.53

NOTE 1: See Figure 1 for counties in each congressional district.

NOTE 2: Since Shelby County is in three congressional districts (6th, 7th, and 8th), the schools in the Memphis and Shelby school systems were separated for purposes of this chart according to their location within each congressional district.

Table 5

Alphabetical Reference List of Tennessee Counties
and their School Systems
1978-79

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Anderson	2.80	191.50	1.46	2.27	99.67	2.28	7	5	-	2	-	67	10	3
-Oak Ridge	6.80	173.00	3.93	4.93	119.67	4.12	15	12	3	4	-	100	10	3
[Anderson - Total]	9.60	364.50	2.63	7.20	219.34	3.28	22	17	3	6	-	78	10	3
Bedford	2.00	118.00	1.69	2.00	72.67	2.75	5	5	-	-	-	50	38	4
Benton	0.20	35.25	0.57	0.20	23.00	0.87	1	-	-	-	-	50	71	7
Bledsoe	-0-	40.08	-0-	-0-	27.00	-0-	-	-	-	-	-	-0-	83	3
Blount	2.60	231.89	1.12	2.60	150.67	1.73	8	5	-	-	-	80	8	2
-Alcoa	0.60	42.00	1.43	0.60	37.00	1.62	2	1	-	-	-	50	8	2
-Maryville	2.40	68.00	3.53	1.87	42.67	4.38	5	5	2	-	-	100	8	2
[Blount - Total]	5.60	341.89	1.64	5.07	230.34	2.20	15	11	2	-	-	78	8	2

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Bradley	2.00	189.00	1.06	1.87	129.00	1.45	6	2	2	-	-	50	13	3
-Cleveland	2.00	99.00	2.02	2.00	54.00	3.70	5	5	-	-	-	50	13	3
[Bradley - Total]	4.00	288.00	1.39	3.87	183.00	2.11	11	7	2	-	-	50	13	3
Campbell	1.20	173.17	0.69	1.20	122.33	0.98	4	2	-	-	-	17	35	2
Cannon	0.20	39.31	0.51	0.20	25.00	0.80	-	-	1	-	-	100	80	4
Carroll	-0-	3.61	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	36	7
-Atwood SSD	-0-	11.00	-0-	-0-	7.33	-0-	-	-	-	-	-	-0-	36	7
-Hollow Rock-Bruceton SSD	0.20	18.00	1.11	0.20	12.00	1.67	1	-	-	-	-	100	36	7
-Huntingdon SSD	0.60	31.50	1.90	0.60	21.00	2.86	3	-	-	-	-	100	36	7
-McKenzie SSD	0.40	37.00	1.08	0.40	25.00	1.60	-	2	-	-	-	50	36	7
-So. Carroll SSD	-0-	22.00	-0-	-0-	14.67	-0-	-	-	-	-	-	-0-	36	7
-Trezevant SSD	-0-	15.00	-0-	-0-	10.00	-0-	-	-	-	-	-	-0-	36	7

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
[Carroll - Total]	1.20	138.11	0.87	1.20	90.00	1.33	6	-	-	-	-	43	36	7
Carter	0.60	132.22	0.45	0.60	73.00	0.82	3	-	-	-	-	60	17	1
-Elizabethton	1.60	78.67	2.03	1.60	60.00	2.67	3	5	-	-	-	50	17	1
[Carter - Total]	2.20	210.89	1.04	2.20	133.00	1.65	6	5	-	-	-	67	17	1
Cheatham	1.40	105.44	1.33	1.40	73.00	1.92	2	2	3	-	-	100	66	5
Chester	0.80	48.00	1.67	0.80	31.00	2.58	4	-	-	-	-	50	77	6
Claiborne	0.20	115.58	0.17	0.20	76.00	0.26	-	1	-	-	-	20	52	2
Clay	-0-	36.97	-0-	-0-	24.33	-0-	-	-	-	-	-	-0-	87	4
Cocke	1.20	93.74	1.28	1.20	57.20	2.10	3	3	-	-	-	50	37	1
-Newport	-0-	9.11	-0-	-0-	-0-	N/A	-	-	-	-	-	-0-	37	1
[Cocke - Total]	1.20	102.85	1.17	1.20	57.20	2.10	3	3	-	-	-	33	37	1
Coffee	0.80	85.00	0.94	0.80	61.67	1.30	3	1	-	-	-	50	25	4

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
-Manchester	-0-	18.00	-0-	-0-	6.00	-0-	-	-	-	-	-	-0-	25	4
-Tullahoma	2.00	101.00	1.98	2.00	66.00	3.03	3	7	-	-	-	33	25	4
[Coffee - Total]	2.80	204.00	1.37	2.80	133.67	2.09	6	8	-	-	-	33	25	4
Crockett	-0-	-0-	N/A	-0-	-0-	N/A	-	-	-	-	-	N/A	62	7
-Alamo	0.40	20.00	2.00	0.40	13.33	3.00	2	-	-	-	-	100	62	7
-Bells	0.40	18.00	2.22	0.40	12.00	3.33	-	-	2	-	-	100	62	7
-Crockett Mills SSD	-0-	8.00	-0-	-0-	5.33	-0-	-	-	-	-	-	-0-	62	7
-Friendship	-0-	6.00	-0-	-0-	4.00	-0-	-	-	-	-	-	-0-	62	7
-Gadsden SSD	-0-	13.00	-0-	-0-	8.67	-0-	-	-	-	-	-	-0-	62	7
-Maury City	0.20	15.00	1.33	0.20	10.00	2.00	-	-	1	-	-	100	62	7
[Crockett - Total]	1.00	80.00	1.25	1.00	53.33	1.88	2	-	3	-	-	50	62	7
Cumberland	1.60	106.61	1.50	1.33	60.67	2.19	5	1	2	-	-	100	48	4

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Davidson	32.00	1700.50	1.88	31.40	1155.00	2.72	67	40	33	19	1	55	2	5
Decatur	0.20	31.00	0.65	0.20	29.67	0.67	1	-	-	-	-	50	78	6
DeKalb	0.60	54.22	1.11	0.60	36.00	1.67	-	3	-	-	-	50	75	4
Dickson	2.40	142.50	1.68	2.00	86.33	2.32	12	-	-	-	-	40	47	6
Dyer	1.00	51.67	1.94	1.00	27.00	3.70	3	2	-	-	-	100	26	7
-Dyersburg	2.20	91.00	2.42	2.20	63.00	3.49	5	5	1	-	-	50	26	7
[Dyer - Total]	3.20	142.67	2.24	3.20	90.00	3.56	8	7	1	-	-	67	26	7
Fayette	0.40	110.78	0.36	0.40	73.00	0.55	2	-	-	-	-	50	44	6
Fentress*	-0-	83.69	-0-	-0-	57.00	-0-	-	-	-	-	-	-0-	67	4
Franklin	2.40	152.00	1.58	2.20	99.00	2.22	5	7	-	-	-	50	33	4
Gibson	0.20	56.00	0.36	0.20	37.33	0.54	1	-	-	-	-	17	14	7
-Bradford SSD	-0-	33.00	-0-	-0-	22.00	-0-	-	-	-	-	-	-0-	14	7
-Humboldt	1.00	65.00	1.54	0.60	43.67	1.37	4	1	-	-	-	100	14	7

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
-Milan	0.80	57.33	1.40	0.80	40.00	2.00	4	-	-	-	-	50	14	7
-Trenton	0.60	43.00	1.40	0.60	27.00	2.22	3	-	-	-	-	50	14	7
[Gibson - Total]	2.60	254.33	1.02	2.20	170.00	1.29	12	1	-	-	-	38	14	7
Giles	1.20	109.72	1.09	1.20	75.00	1.60	3	3	-	-	-	67	46	6
Grainger	0.20	69.13	0.29	0.20	41.00	0.49	-	1	-	-	-	50	63	1
Greene	0.80	169.56	0.47	0.80	110.00	0.73	4	-	-	-	-	50	15	1
-Greeneville	1.80	97.00	1.86	1.80	66.33	2.71	3	3	3	-	-	50	15	1
[Greene - Total]	2.60	266.56	0.98	2.60	176.33	1.47	7	3	3	-	-	50	15	1
Grundy	-0-	55.50	-0-	-0-	37.00	-0-	-	-	-	-	-	-0-	76	4
Hamblen	-0-	48.00	-0-	-0-	-0-	N/A	-	-	-	-	-	-0-	19	1
-Morristown	5.00	154.00	3.25	5.00	118.00	4.24	8	7	6	4	-	50	19	1
[Hamblen - Total]	5.00	202.00	2.48	5.00	118.00	4.24	8	7	6	4	-	33	19	1

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Hamilton	7.20	419.06	1.72	5.40	270.66	2.00	20	9	7	-	-	75	4	3
-Chattanooga	11.40	658.00	1.73	9.20	386.00	2.38	27	22	8	-	-	50	4	3
[Hamilton - Total]	18.60	1077.06	1.73	14.60	656.66	2.22	47	31	15	-	-	59	4	3
Hancock	-0-	32.13	-0-	-0-	18.40	-0-	-	-	-	-	-	-0-	86	1
Hardeman	0.80	128.39	0.62	0.80	74.33	1.08	4	-	-	-	-	50	45	6
Hardin	0.40	85.00	0.47	0.40	50.67	0.79	-	2	-	-	-	33	54	6
Hawkins	1.00	159.53	0.63	1.00	127.00	0.79	5	-	-	-	-	40	24	1
-Rogersville	-0-	7.11	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	24	1
[Hawkins - Total]	1.00	166.64	0.60	1.00	127.00	0.79	5	-	-	-	-	40	24	1
Haywood	1.00	107.94	0.93	1.00	72.00	1.39	4	-	1	-	-	33	51	7
Henderson	0.60	79.56	0.75	0.60	57.00	1.05	3	-	-	-	-	67	56	6
-Lexington	-0-	9.33	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	56	6

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
[Henderson - Total]	0.60	88.89	0.67	0.60	57.00	1.05	3	-	-	-	-	67	56	6
Henry	2.20	132.78	1.66	0.80	83.67	0.96	9	2	-	-	-	100	42	7
Hickman	0.60	55.50	1.08	0.60	38.00	1.58	1	1	-	1	-	50	72	6
Houston	0.20	28.07	0.71	0.20	17.60	1.14	-	1	-	-	-	100	89	6
Humphreys	1.40	60.22	2.32	1.40	50.00	2.80	3	4	-	-	-	100	65	6
Jackson	-0-	34.31	-0-	-0-	19.00	-0-	-	-	-	-	-	-0-	81	4
Jefferson	1.80	134.44	1.34	1.80	85.00	2.12	2	3	2	2	-	33	39	1
Johnson	0.40	40.33	0.99	0.40	25.00	1.60	1	-	1	-	-	50	74	1
Knox	14.00	587.67	2.38	14.00	380.67	3.68	37	13	15	5	-	50	3	2
-Knoxville	14.40	744.33	1.93	9.40	434.67	2.16	34	22	11	5	-	65	3	2
[Knox - Total]	28.40	1332.00	2.13	23.40	815.34	2.87	71	35	26	10	-	74	3	2
Lake	0.80	34.78	2.30	0.80	27.00	2.96	2	-	2	-	-	100	82	7

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Lauderdale	1.20	114.49	1.05	1.20	73.33	1.64	-	6	-	-	-	50	50	7
Lawrence	1.60	141.94	1.13	1.60	89.67	1.78	-	6	-	2	-	50	29	6
Lewis	0.40	32.00	1.25	0.40	20.00	2.00	-	-	2	-	-	50	85	6
Lincoln	2.20	103.64	2.12	2.20	77.00	2.86	6	-	-	5	-	50	40	4
-Fayetteville	-0-	22.00	-0-	-0-	7.33	-0-	-	-	-	-	-	-0-	40	4
[Lincoln - Total]	2.20	125.64	1.75	2.20	84.33	2.61	6	-	-	5	-	40	40	4
Loudon	1.00	68.94	1.45	1.00	35.33	2.83	3	-	2	-	-	33	41	2
-Lenoir City	1.20	50.00	2.40	1.20	39.00	3.08	3	1	-	1	1	50	41	2
[Loudon - Total]	2.20	118.94	1.85	2.20	74.33	2.96	6	1	2	1	1	40	41	2
McMinn	3.40	164.72	2.06	3.40	123.00	2.76	10	6	1	-	-	67	22	2
-Athens	-0-	29.00	-0-	-0-	9.67	-0-	-	-	-	-	-	-0-	22	2
-Etowah	-0-	5.56	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	22	2

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
[McMinn - Total]	3.40	199.28	1.71	3.40	132.67	2.56	10	6	1	-	-	50	22	2
McNairy	1.00	106.28	0.94	1.00	72.00	1.39	5	-	-	-	-	67	53	6
Macon	0.20	53.83	0.37	0.20	34.33	0.58	-	1	-	-	-	33	70	4
Madison	1.60	155.85	1.03	1.20	94.03	1.28	5	3	-	-	-	67	7	7
-Jackson	1.60	112.00	1.43	1.60	115.67	1.38	6	-	-	2	-	25	7	7
[Madison - Total]	3.20	267.85	1.19	2.80	209.70	1.34	11	3	-	2	-	50	7	7
Marion	1.60	102.67	1.56	1.60	66.67	2.40	3	2	3	-	-	100	49	3
-Richard City	-0-	2.22	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	49	3
[Marion - Total]	1.60	104.89	1.53	1.60	66.67	2.40	3	2	3	-	-	100	49	3
Marshall	0.60	79.56	0.75	0.60	48.66	1.23	-	3	-	-	-	25	55	4
Maury	2.40	216.00	1.11	2.00	139.67	1.43	6	4	2	-	-	43	16	6
Meigs	0.20	33.44	0.60	.020	16.67	1.20	-	1	-	-	-	100	91	3

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Monroe	0.40	90.44	0.44	0.40	43.67	0.92	-	2	-	-	-	33	43	2
-Sweetwater	-0-	12.00	-0-	-0-	-0-	N/A	-	-	-	-	-	-0-	43	2
[Monroe - Total]	0.40	102.44	0.39	0.40	43.67	0.92	-	2	-	-	-	29	43	2
Montgomery	9.40	330.25	2.85	7.40	226.75	3.26	19	11	12	5	-	71	9	6
Moore	0.20	21.00	0.95	0.20	14.00	1.43	-	1	-	-	-	100	95	4
Morgan	0.20	87.39	0.23	0.20	50.40	0.40	-	1	-	-	-	33	64	3
Obion	0.40	108.44	0.37	0.40	78.00	0.51	1	1	-	-	-	33	27	7
-Union City	1.20	46.33	2.59	1.20	31.00	3.87	4	2	-	-	-	50	27	7
[Obion - Total]	1.60	154.77	1.03	1.60	109.00	1.47	5	3	-	-	-	40	27	7
Overton	-0-	71.72	-0-	-0-	42.67	-0-	-	-	-	-	-	-0-	60	4
Perry	0.20	26.11	0.77	0.20	17.00	1.18	1	-	-	-	-	100	90	6
Pickett	-0-	20.00	-0-	-0-	13.33	-0-	-	-	-	-	-	-0-	93	4

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Polk	1.20	71.78	1.67	1.20	49.00	2.45	3	1	2	-	-	100	73	3
Putnam	2.60	179.50	1.45	2.20	115.34	1.91	5	8	-	-	-	60	21	4
Rhea	1.20	84.61	1.42	1.20	64.00	1.88	4	2	-	-	-	50	57	3
-Dayton	-0-	6.89	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	57	3
[Rhea - Total]	1.20	91.50	1.31	1.20	64.00	1.88	4	2	-	-	-	50	57	3
Roane	1.40	135.78	1.03	1.40	88.00	1.59	3	1	3	-	-	33	18	3
-Harriman	1.00	42.67	2.34	1.00	26.00	3.85	3	2	-	-	-	33	18	3
[Roane - Total]	2.40	178.45	1.34	2.40	114.00	2.11	6	3	3	-	-	33	18	3
Robertson	2.40	153.45	1.56	2.40	101.17	2.37	7	3	2	-	-	67	28	5
Rutherford	5.80	376.22	1.54	5.27	251.34	2.10	13	9	6	1	-	63	11	4
Scott	-0-	62.39	-0-	-0-	38.00	-0-	-	-	-	-	-	-0-	61	2
-Oneida SSD	0.40	29.00	1.38	0.40	19.33	2.07	-	-	1	1	-	100	61	2

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
[Scott - Total]	0.40	91.39	0.44	0.40	57.33	0.70	-	-	1	1	-	33	61	2
Sequatchie	0.60	34.00	1.76	0.60	21.00	2.86	3	-	-	-	-	50	88	3
Sevier	2.40	147.34	1.63	2.40	91.00	2.64	6	6	-	-	-	60	31	1
Shelby	11.20	485.75	2.31	11.20	319.00	3.51	27	19	6	4	-	56	1	6 & 7
-Memphis	40.80	2593.75	1.57	31.00	1616.00	1.92	106	61	32	[illegible]	-	98	1	6,7,8
[Shelby - Total]	52.00	3079.50	1.69	42.20	1935.00	2.18	133	80	38	9	-	93	1	6,7,8
Smith	0.40	60.21	0.66	0.40	42.00	0.95	2	-	-	-	-	50	68	4
Stewart	0.20	38.56	0.52	0.20	27.00	0.74	1	-	-	-	-	100	84	7
Sullivan	6.00	431.09	1.39	5.33	282.67	1.89	15	5	8	2	-	60	5	1
-Bristol	3.00	126.00	2.38	3.00	92.67	3.24	5	7	3	-	-	50	5	1
-Kingsport	4.80	184.33	2.60	4.80	123.00	3.90	10	5	5	4	-	33	5	1
[Sullivan - Total]	13.80	741.42	1.86	13.13	498.34	2.63	30	17	16	6	-	53	5	1

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Sumner	5.20	453.00	1.15	3.20	296.00	1.08	18	8	-	-	-	90	12	4
Tipton	1.00	113.67	0.88	0.80	81.00	0.99	-	5	-	-	-	60	32	7
-Covington	-0-	13.56	-0-	-0-	-0-	N/A	-	-	-	-	-	N/A	32	7
[Tipton - Total]	1.00	127.23	0.79	0.80	81.00	0.99	-	5	-	-	-	60	32	7
Trousdale	0.20	24.00	0.83	0.20	16.00	1.25	-	1	-	-	-	100	92	4
Unicoi	1.20	73.56	1.63	1.20	50.00	2.40	2	1	1	2	-	100	59	1
Union	0.40	34.32	1.17	0.40	19.20	2.08	2	-	-	-	-	100	79	2
Van Buren	-0-	19.25	-0-	-0-	12.00	-0-	-	-	-	-	-	-0-	94	4
Warren	2.00	127.22	1.57	1.60	95.00	1.68	5	2	3	-	-	100	34	4
Washington	2.00	201.67	0.99	2.00	145.00	1.38	5	5	-	-	-	50	6	1
-Johnson City	4.00	190.00	2.11	3.87	125.33	3.09	5	8	1	6	-	75	6	1
[Washington - Total]	6.00	391.67	1.53	5.87	270.33	2.17	10	13	1	6	-	63	6	1

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
Wayne	0.20	61.26	0.33	0.20	49.33	0.41	-	1	-	-	-	20	69	6
Weakley	0.40	120.61	0.33	0.40	81.40	0.49	2	-	-	-	-	29	30	7
White	0.20	89.00	0.22	0.20	66.33	0.30	-	1	-	-	-	50	58	4
Williamson	4.60	195.00	2.36	3.93	129.00	3.05	17	6	-	-	-	80	23	6
-Franklin SSD	0.60	37.00	1.62	0.20	12.33	1.62	2	1	-	-	-	100	23	6
[Williamson - Total]	5.20	232.00	2.24	4.13	141.33	2.92	19	7	-	-	-	83	23	6
Wilson	3.00	190.98	1.57	2.60	135.67	1.92	9	4	2	-	-	80	20	4
-Lebanon SSD	-0-	29.00	-0-	-0-	-0-	N/A	-	-	-	-	-	-0-	20	4
[Wilson - Total]	3.00	219.98	1.36	2.60	135.67	1.92	9	4	2	-	-	67	20	4

Table 5 (Continued)

County, City, or Special School District (SSD)	F.T.E. Foreign Language Teachers (Grades 7-12)	All Teachers (Grades 7-12)	% of Support (Grades 7-12)	F.T.E. Foreign Language Teachers (Grades 9-12)	All Teachers (Grades 9-12)	% of Support (Grades 9-12)	Languages and Number of Sections (Junior and Senior High Schools)					% of JHS and HS Offering Some Foreign Language	County Ranking by Population	Congressional District
							SP	FR	LAT	GER	RUSS			
No instruction in grades 7 - 12														
Clinton (Anderson)														
Murfreesboro (Rutherford)														
Paris (Henry)														
Watertown SSD (Wilson)														